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ABSTRACT

A continuing orientation course offered by Pennsylvania State University, Beaver Campus, for "social security students" during the 1982 spring term is reviewed in terms of course content, student characteristics, the use of undergraduate group facilitators, the grading system, and students' evaluations of the course. The course was offered for early admissions students in reaction to President Reagan's announcement that students would not be eligible for social security benefits unless they were enroll full-time at a college or university by May 1, 1982. The course covered time management, self-assessment/university orientation, listening skills, notetaking, textbook reading, preparing for exams, library orientation, decision making/goal setting, mid-term, alcohol awareness, student organizations, career planning, human sexuality, and financial aid/registration. Students were asked to write a brief autobiography about themselves and were required to research an occupation of interest and to document qualifications and other pertinent information. A term project and group meetings and projects were also components of the course. Six sophomore undergraduates served as group facilitators. It was found that 40 of the 48 students had a cumulative average of 2.0 or above and 16 had a cumulative average of 3.0 or above. Information is presented on student opinions regarding: course scheduling, majors, sources of academic information, money, housing, social activities, extracurricular programs, and miscellaneous concerns such as health care. Data on educational background and academic and occupational aspirations for the students are also presented. A course syllabus, sample course test, and course evaluation results are appended. (SW)

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THE PENNSYLVANIA STATE UNIVERSITY
BEAVER CAMPUS

A Review of the Continuing Orientation Course
(LA 297 B) offered for Social Security Students
during the 1982 Spring Term.

by

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June 16, 1982

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THE PENNSYLVANIA STATE UNIVERSITY
BEAVER CAMPUS

Introduction

Last January, President Reagan announced that students would not be eligible for social security benefits unless they were enrolled full-time at a college or university by May 1, 1982. This announcement caused confusion and created a serious problem for eligible high school seniors.

Many universities came to the aid of these students by offering special admissions this winter or spring to qualified seniors. This unprecedented announcement assisted many students by enabling them to be eligible for these benefits for the next four years.

Although these benefits would now be available, many institutions did not provide special assistance during this transition period from high school to college. This adjustment can be traumatic in normal circumstances but in a situation where a student cannot complete his/her senior year, it is compounded. These students who were experiencing the first stages of high school "senioritis" and the prom were now asked to adjust to a different milieu.

In order to assist these students, a two credit orientation course, which these students were required to take, was designed and implemented at the Beaver Campus of the Pennsylvania State University. This paper will take an indepth look at the course content, demographical information of the students, the use of undergraduate group facilitators, the grading system, and students' evaluations of the course.

Student Demographics

The Advisor/Consultant of the Division of Undergraduate Studies at Penn State Beaver Campus computed the following information from these students prior to the beginning of class. This information was very useful because it assisted the instructor in the design of the course.

I. Special Student Admits (SSA): ISSUES AND CONCERNS

- A. Regardless of the institution that a student attends, their concern about college and the new academic environment seems to center on 9 key areas.

The following is a list of these 9 areas and how important they are to the 49 SSA students. The areas of concern are listed in the order in which they have been ranked by the students.

1. COURSE SCHEDULING

- a) Eighty-six percent (86%) of the SSA students surveyed ranked COURSE SCHEDULING 1st, 2nd or 3rd in importance. Some of their concerns were:

1. Courses to be taken during the first term
2. Course load
3. Course expectations
4. Required courses
5. Changing courses after enrollment

2. MAJOR

- a) Fifty-three percent (53%) of the SSA students surveyed ranked MAJOR as 1st, 2nd or 3rd. "MAJOR" concerns were:

1. Declaring a major
2. Changing majors
3. Indecision about a major
4. Planning your education for a career

3. SOURCES OF ACADEMIC INFORMATION

- a) Forty-nine percent (49%) of the SSA students surveyed ranked SOURCES as 1st, 2nd or 3rd. SOURCES OF ACADEMIC INFORMATION concerns are:

1. Academic advising
2. Descriptions of courses
3. Courses needed for graduation
4. Rules and regulations for course scheduling
5. Using the University catalogue

4. MY FIRST WEEK AT PENN STATE (ORIENTATION)

- a) Forty-nine percent (49%) of the SSA students surveyed ranked ORIENTATION as 1st, 2nd or 3rd. ORIENTATION concerns are:

1. What to bring to campus
2. Orientation activities
3. Buying books and supplies

5. MONEY

- a) Forty-seven percent (47%) of the SSA students surveyed ranked MONEY AS 1st, 2nd or 3rd. MONEY concerns are:

1. Jobs
2. Financial aid (loans, grants, scholarships)
3. Billing and costs to attend college
4. Checking and bank accounts

6. HOUSING

- a) Eight percent (8%) of the SSA students surveyed ranked HOUSING 1st, 2nd or 3rd. HOUSING concerns are:

1. Residence hall life
2. Residence hall facilities
3. Residence hall rules & regulations
4. Dining hall food
5. Roommates

7. SOCIAL ACTIVITIES

- a) Six percent (6%) of students surveyed ranked SOCIAL ACTIVITIES 1st, 2nd or 3rd. SOCIAL ACTIVITIES concerns are:
1. College social life
 2. How to meet people
 3. Fraternities and sororities

8. EXTRACURRICULAR PROGRAMS

- a) Two percent (2%) of the SSA students surveyed ranked EXTRACURRICULAR PROGRAMS 1st, 2nd or 3rd. EXTRACURRICULAR concerns are:
1. Activities and clubs
 2. Athletics (intramural & intercollegiate)
 3. Cultural activities
 4. How can I get involved?

9. MISCELLANEOUS

- a) Zero percent (0.0%) of the SSA students surveyed ranked MISCELLANEOUS 1st, 2nd or 3rd. MISCELLANEOUS concerns are:
1. Insurance
 2. Health care
 3. Religious activities
 4. Bicycle regulations
 5. Car registration
 6. Alcohol
 7. Drugs

DEMOGRAPHICS

I. High School or Pre-College Academic Experiences

A. Number of hours per week spent studying outside of class during last year or so of high school

1) Range of study hours per week - 0 to 25

2) Number of study hours per week and the % of students studying that amount

a)	0-2 Hrs.	- 24.4%
	3-4 Hrs.	- 22.4%
	5-8 Hrs.	- 36.7%
	9-12 Hrs.	- 12.2%
	12-15 Hrs.	- 2.0%
	15 or more	- 2.0%

B. How did the SSA students relate to their high school subjects - i.e., did they like them, dislike them, or were they indifferent toward them?

1) Percentages of subjects liked, disliked, or indifferent to:

SUBJECT	LIKED	INDIFFERENT	DISLIKED	DIDN'T HAVE
ENGLISH	(25) 51.0%	(17) 34.7%	(7) 14.3%	
MATH	(29) 59.2	(12) 24.5	(8) 16.3	
CHEMISTRY	(16) 32.7	(12) 24.5	(15) 30.6	(6) 12.2%
PHYSICS	(9) 18.4	(11) 22.4	(4) 8.2	(25) 51.0
BIOLOGY	(22) 44.9	(14) 28.6	(11) 22.4	(2) 4.1
HISTORY/SOC. SCIENCE	(29) 59.2	(16) 32.7	(4) 8.2	
FOREIGN LANGUAGES	(23) 46.9	(15) 30.6	(10) 20.4	(1) 2.0
TOTAL AVE. %	44.6	28.3	17.2	9.9

II. Certainty

A. With what certainty are the SSA choosing their majors?

1. (3) 6.1% Extremely uncertain
2. (21) 42.8 About 50 percent sure
3. (25) 51.0 Practically certain

B. Majors of Expressed Interest

1. Science Oriented

- | | |
|------------------------------|--------------------------|
| a) Animal Production | g) Nursing |
| b) Biology | h) Pharmacology |
| c) Computer Science | i) Physical Therapy |
| d) Dentistry | j) Physician's Assistant |
| e) Engineering | k) Physics |
| f) Nuclear Quality Assurance | l) Pre-medicine |

2. Non-Science Oriented

- | | |
|--------------------------|---------------------------|
| a) Advertising | i) History |
| b) Broadcasting | j) Journalism |
| c) Communications | k) Music |
| d) Economics | l) Philosophy |
| e) Education | m) Pre-law |
| f) Filmmaking | n) Psychology |
| g) Foreign Language | o) Social Science |
| h) Health & Physical Ed. | p) Speech/Hearing Therapy |

3. Business Oriented

- | | |
|------------------------|--------------------------|
| a) Accounting | c) Marketing |
| b) Business Management | d) Fashion Merchandising |

4. Occupation Oriented

- a) Interior Decorating
- b) Secretarial
- c) Word Processing

III. Time

A. When did the SSA students decide on their choice of a major?

1. (4) 8.1% Have not yet decided
2. (32) 65.3% In the past 6 months to 1 year
3. (11) 22.4% Two to four years ago
4. (2) 4.0% More than four years ago

IV. Influence

A. Who has influenced the SSA student with respect to his/her choice of major?

1. (25) 51.0% Family (father, mother, brother, sister)
2. (3) 6.1% Adult Acquaintance
3. (4) 8.1% Teachers
4. (2) 4.1% Friend
5. (14) 28.6% No one
6. (1) 2.0% Other

V. Knowledge

A. How informed or how much does the SSA know about the field of study they are considering?

1. (9) 18.4% Almost nothing
2. (37) 75.5% Moderate amount
3. (3) 6.1% Great deal

VI. Related Activities

A. How much time has the SSA student spent investigating the field of study he/she is considering (attending lectures, reading books, etc.)?

1. (18) 36.7% Almost none
2. (24) 48.9% Moderate amount
3. (7) 14.2% Great deal

VII. High School Quality Point Averages (QPA)*

A. The range of QPA's among the group of SSA students is:

1. 2.0 to 3.9

B. The average QPA for the group of SSA students is:

1. 2.70

VIII. College Board Scores

A. The range of college board scores for the group is:

1. Verbal 290 to 660
2. Math 290 to 700

*Information based on 38 of the 49 SSA students

B. The average college board scores for the group is:**

1. Verbal 466
2. Math 457

IX. Comparison of College Board Scores

A. National Mean (1980) with SSA's

- | | | |
|-----------------|---|-----|
| 1. Verbal - 424 | - | 466 |
| 2. Math - 466 | - | 457 |

Course Content (LA 297 B)

Due to the number of social security students that ultimately enrolled at the Beaver Campus, it was decided that this course could have the greatest impact if it was taught in two different sections. Therefore, students met twice a week either Tuesday and Thursday, first period (8:00 - 9:15) or Tuesday and Thursday, sixth period (3:15 - 4:30).

The class met twenty times during the Spring term and each session had a topic that was discussed. The textbook (Student Success: How To Do Better In College and Still Have Time For Your Friends by Walter & Seibert (1981) was utilized in order to supplement the lectures and exercises that were utilized in class.

Session I. Introduction

The course syllabus and requirements were discussed in detail by the instructor and the role of the group facilitator was mentioned. Students were also asked to provide demographical information to the instructor and facilitator that was compiled for future use. Two get-acquainted/ice-breaker exercises were then played by the class and each student was assigned to a group facilitator who they would work with for the remainder of the term.

Session II. Time Management

Students were instructed on the guidelines for Time Management and were required to complete a schedule that they could adhere to. These schedules were turned in to the group facilitators and were discussed in detail during their individual meetings.

Session III. Self Assessment/University Orientation

Students were asked to individually complete the exercise entitled "Frank's Final". After this was accomplished, students then formed small groups and were asked to come to a group consensus. A discussion on whom is responsible for their grades and self assessment followed.

** Information based on 46 of the 49 SSA students

In addition, a lecture followed on the functions and responsibilities of the administrators at the Beaver Campus. A detailed description was provided on the history of Penn State and the branch campus system. Different publications i.e., Student Handbook, Policies and Rules, Baccalaureate Catalogue, etc. were passed out and discussed. Finally the roles of the faculty member (instruction, research, and public services) were discussed and a comparison was made with their high school teacher. In addition, the different ranks of faculty members and the tenure system were mentioned as well as the facilitators lecturing the class on the faculty member's expectations of students. This material was compiled by the facilitators who surveyed the various faculty members.

Session IV. Listening Skills

Two exercises were utilized for this session. The first exercise dealt with the differences and similarities of one-way and two-way communications. The second exercise was a rumor clinic where students were able to see how verbal communication can become distorted and how important it is to take notes. A lecture and class discussion followed on conditions that hinder effective communication.

Session V. Notetaking

A lecture, discussion, and exercise were presented to the class on the various ways to take notes. Students were able to take notes on a mock lecture presented by the instructor and the facilitators met with each student to discuss their individual style.

Session VI. Textbook Reading

Students were given suggestions on how to improve their comprehension on what they read in textbooks by pre-reading. In addition, students were informed that efficient and effective learning is based on efficient and effective reading which consists of three parts: the reception of information, retention of information, and the recall of information. Examples of each were presented and a discussion followed.

Session VII. Preparing for Exams

Since mid-term exams were rapidly approaching for students, this session was devoted to preparing for exams. The different types of exams were discussed and ideas were presented on helpful hints for each type. Handouts were passed out and students had the opportunity to take a true/false test on what was discussed in class.

Session VIII. Library Orientation

Both classes convened in the library for this session. Students were given a tour of the library and were given instructions on how to utilize the Beaver Campus library and the libraries of Penn State. A question and answer period followed and students spent the rest of the class period browsing through the library.

Session IX. Decision Making/Goal Setting

Decision making/goal setting were the topics of this session which was taught by the residence hall coordinator. Students were given a variety of individual and group exercises that would assist them in forming some long and short-term goals. In addition, students were presented useful decision-making techniques and were allowed to practice them in an exercise.

Session X. Mid-Term

A mid-term examination was given during this session (see appendix 1). The breakdown of grades for this exam are as follows:

A's	6	A-'s	7
B's	14		
C's	14		
D's	5		
F's	1		

Session XI. Alcohol Awareness

The Dean of Student Affairs lectured and discussed responsible drinking to the class. Students completed an alcohol test and each question was discussed. This presentation was a small portion of the Total Alcohol Awareness Program that is being used at Penn State.

(Mid-terms were also returned and reviewed at the beginning of this calss).

Session XII. Student Organizations

This session was expanded to include other topics besides student organizations. The first part of the period students were presented the student development model. After this was completed, the facilitator led a discussion on the types of living options that students can choose from while attending college. Finally, the student organizations on this Campus were discussed and various student leaders were invited to participate during this session.

Session XIII. Career Planning

The Career development counselor came to this class and showed a slide show on the various career programs and services offered at the Beaver Campus. In addition, the self directed search was administered and scored during the class period. A discussion followed on the process of making a career choice and students were informed that they had to do research on one job that they were interested in. This project was to be typed and turned in during the next class period. In addition, certain students would be selected to present their paper to the class.

Session XIV. Career Planning Reports

Various student's reports on the occupations that they researched were presented to the rest of the class.

Session XV. Human Sexuality

The Peer Contraception Education Program (PCEP) students presented to the class a lecture on the various contraception methods. In addition, the pro's and con's and the effectiveness rate of each were discussed.

Since the Campus nurse is the advisor to this group, the class also heard about the services available at the Health Center.

Session XVI. Financial Aid/Registration

The financial aid director and registrar talked about financial aid procedures and registration for the fall term. Many questions were asked by the students and these two areas seemed to be a big concern for the fall term.

Session XVII. No Class

There was no class scheduled for this session because of the Seventeenth Annual Art Exhibit.

Session XVIII, XIX, and XX. Term Reports, Review for Final, and Evaluation

During the last three sessions all students presented their term reports to the class. Also, a review for the final was conducted and students were requested to fill out a student evaluation form.

Course Requirements

All students in the LA297B Course were required to complete the following six requirements. Each project or test was worth a certain percentage of the grade which is indicated.

5% Autobiography

Students were asked to write a brief (3-5 pages) autobiography about themselves answering the following questions:

Who am I?

Where am I Going?

How am I Going to Get There?

15% Mid-term (Copy attached)

15% Career Report

After completing the self-directed search, each student was required to re-search one of the occupations he/she was most interested in. Students were urged to utilize the Campus library, Career Center, or talk with an individual presently employed in the field in order to locate pertinent information about the job. In each report, students were to include what the job entails, the opportunities for advancement, education required, salary scales, and job outlook.

25% Term Project

Each student was required to take an indepth look at some aspect of Penn State University. The student had to site references and spend a considerable amount of time on this project. The paper was to be at least five pages long and each student was required to orally present his/her report to the rest of the class. Topics that were selected included: Commuting vs. Residing on Campus, Cultural Programs at Penn State, Reaganomics, Career Center, Student Apathy, History of Penn State, etc.

25% Class Participation/Group Meetings/Group Projects

This portion of the grade was recommended by the facilitator of each group to the instructor. The individual student was graded on his/her class participation and the way they contributed to the group meetings.

In addition, each group was to work on a group project that they were to complete by the end of the term. The decision on what program or project that the group should attempt was left to each individual group. Each group designed and implemented their own project with the assistance of the instructor and facilitator. The following projects/programs were successfully completed by the groups in the LA297B Class during the Spring Term:

- A) Dating Game
- B) Student Government Elections
- C) Spring Fling
- D) Art Show
- E) Voter Registration and letter writing campaign to protest Reaganomics
- F) Blood Drive

15% Final (Copy attached)

Group Facilitators

As previously mentioned, six sophomore undergraduate students (3 in each section) were enrolled in the LA297B Course to act as group facilitators. These students were selected by the instructor at the beginning of the term because each of them had shown that they were interested in getting involved with Campus life. (Two of the students selected were past students of the term winners, one was president of the Student Government Association, one was president of the Student Union Board, and the final student was the student director of the spring musical.)

Group facilitators performed a variety of functions from actually instructing certain topics to the class to assisting in the grading process. However, they had the following seven requirements that they had to meet in order to receive a grade:

1. Keep a daily log of all interaction or observation (group, individual, classroom, or social) with the students specifically assigned to your group. This log was turned in to the instructor after the last class period and was completed in detail with the facilitator's evaluation of the course.

2. Each facilitator was required to individually meet with every student in his/her group at least twice during the term. These meetings occurred during the third and fourth or seventh and eighth week of the term. Specific content of these meetings was discussed during the weekly group facilitator meetings with the instructor.
3. Attend weekly group facilitator meetings with the instructor to discuss student problems, course content, etc.
4. Assisted group members in the planning and implementation of one group project during the term.
5. Attend class and conduct weekly group meetings.
6. Assisted group members in understanding the course content in this course.
7. Read the text book entitled, Student Success: How to do Better in College and Still Have Time for Your Friends, by Tim Walter and Al Siebert.

These above requirements and extra ones that came up during the term were not just busy work for these six students but part of a learning experience for them. The roles that these students played in the Course were vital to the success of the program because they were the direct link to the social security students. Although the instructor attempted to become acquainted with these students on a one-to-one basis, it was assumed that this would be virtually impossible with fifty students in two sections. Therefore, by breaking these two classes into small groups (6 - 10 students) with one facilitator, there was more of an opportunity to build a support group for these students and the possibility of one-to-one interaction with an upperclass student. The group project, weekly group meetings at the end of the class, and the requirements of individual meetings with the facilitators were designed to facilitate this interaction.

Miscellaneous Items

1. Each student was required to schedule an appointment with either the Dean of Students or the Assistant Dean of Students during the term. These meetings lasted anywhere between fifteen minutes to one hour and were designed to ask students how they were adjusting to college, what their fall plans were, to give a verbal evaluation of the course, and to answer any questions they might have.
2. Students were given one extra credit point for each of the following events that they attended: Student Government Association Meeting, Donut Date, Independent Eye Theatre, Dating Game, Career Day, Jazz Ensemble, Readers' Theatre, Robert Stern Lecture on Biofeedback, the Spring Musical, The Art Show, and the How to Buy a Used Car Workshop.
3. All students on the Beaver Campus are assigned a mailbox in the Student Union Building. However, many of them do not check it daily and miss important notices and messages. Each social security student was sent a memo informing them that if they came to the instructor's office by a certain date and time that they would receive a coupon that would entitle them to a free drink at McDonalds. The purpose of this exercise was to allow these students to find the instructor's office and to get them used to checking their mailboxes.

4. The instructor met with the group facilitators as a staff on a weekly basis to discuss the next week course content and the roles that the facilitators were to play. In addition, the instructor met with each facilitator individually at least once a week to discuss problems that students were experiencing.
5. The course was designed to allow facilitators to meet with their group at least once a week for ten minutes during a class period. These meetings permitted the group to work on their group project and allow the facilitators to answer questions that students might be hesitant to ask in large groups.

Cumulative Grades of Special Student Admits

Besides the orientation course that was designed for the social security students, the Beaver Campus scheduled the majority of these students in courses that were specifically for them. Many students were enrolled in either a sociology, an english, or a biological science course. Due to scheduling difficulty, some students were mainstreamed into other courses.

Table I shows the individual grades of each student as well as the overall cumulative average (2.46) and the grade distribution. Only eight students failed to reach a 2.0 cumulative average and were given deficiency points. On the other end of the spectrum, sixteen students received above a 3.0 cumulative average with the highest average being a 3.89.

Student Evaluation of LA 297B Course

Each student enrolled in the orientation course was asked to fill out and anonymously complete an evaluation during class time. Forty of forty-eight students filled out and returned their evaluations. The summary of the evaluation is included in Appendix III.

Question 1 dealt with whether or not the students perceived the individual sessions helpful in making the transition from high school to college. The scores ranged from 1.8 to 2.94 which indicates that in general, students felt that the overall content of the course did assist them. Financial Aid/Registration, University Orientation and Preparing for Exams were ranked as the three sessions that students found most helpful.

Question 2 looked at the various assignments that the students were required to complete. By far, the students viewed the Career Report as the most beneficial in meeting the goals of the course. The final, autobiography and mid-term were ranked lower than the other items. I had expected that the final and mid-term would be ranked lower but was surprised about the autobiography. My initial thought for this ranking was that since many of these students had a parent that was deceased or disabled, it forced these students to remember and write down some unpleasant memories.

Question 3 and 4 asked the students to list the three things they liked and disliked the most about the class. Students felt that the informal atmosphere of the course, the group facilitators, and the group projects were strongest points of the course. However, they did not like the 8:00 a.m. class (this will be changed in the fall), the textbook, and having to type reports. These final two dislikes will have to be reviewed for the fall.

Question five and six asked the students whether or not the instructor and their individual facilitators were sensitive to the students problems, needs and goals. The students overwhelmingly responded positively to both of these questions and there were many additional comments that were mentioned that reinforced the numbers that appear.

Question seven asked the students to list what they learned that is directly related to the LA297B Course. Students listed that they learned how to improve their study skills and time management as well as received information about a career that they were interested in. Their results directly correspond to the initial purpose of the course which was listed in their syllabus.

Question eight dealt with how students perceived the various tools utilized in the course to assist them in becoming acquainted with college life. Overall students responded favorably to all six items but particularly felt that the guest speakers and lectures were useful.

Question nine was concerned with surveying students on what changes they felt were necessary in strengthening the course. Many of these comments were the same as the ones that were received with questions concerning what the students disliked about the course. The exception being that they felt that the facilitator should give more encouragement and be more enthusiastic. This fact will be stressed to the facilitators that are selected in the fall.

The final two questions asked students where they had originally planned to attend college when they started in March and where they are now going to actually attend. Twenty-one students expressed interest in Penn State last March and a total of twenty-four stated that they will attend Penn State in the fall.

Summary and Recommendations

The student evaluation and overall grade point average of these students seems to signify that the course has merit to it. Forty out of forty-eight students had a cumulative average of 2.0 or above and sixteen had a cumulative average of 3.0 or above. Although exact reasons for their success can only be hypothesized at this point, a longitudinal study on these students should be undertaken to determine if any definite conclusion can be made on the effect of this course.

In the meantime, both students and facilitators felt that the course should be continued at the Beaver Campus in the fall with minor adjustments. Students enrolled in the course particularly liked being able to utilize a group facilitators and this concept should be continued. However, their role and the requirements for the course should be reviewed to determine if adjustments are necessary.

More students commented that they found the textbook to be repetitious or too elementary. A thorough review of the literature will be completed to determine if another text would be more suitable for the course. One particular book that looked interesting is College Study Skills by James F. Shepherd. However, before a final decision is made a review of the present

text should be conducted.

The concept of team teaching this course on Monday and Wednesdays has been mentioned and should be implemented. It is very difficult for a full time administrator to be available for 20 classes due to other responsibilities. Therefore, the recommendation has been made to have three sections of the course being offered at the above time. This would enable the instructor to still have individual contact with the student but would allow for unexpected meetings that the instructors would normally have to miss class. The three instructors for this course would have to determine which topics could best be taught in small groups and whether certain sessions could be combined into one large group.

The course should also be kept as two credits with the same amount of work required from the students. Too often, these orientation courses have the reputation of being easy "A" courses and are not respected by the faculty as a worthwhile course. Therefore, steps should be taken and instructors carefully selected so that this does not occur.

The individual meeting with the instructors and facilitator should continue. Valuable information was gained from their interviews this past term. In addition, this gives the student a reason to stop in the office and the opportunity for him/her to get acquainted with the instructor.

It would be very beneficial if this program expands in the future to attempt to involve faculty members. The program at the University of South Carolina is taught by faculty members who go through a training period before they are permitted to instruct the course. Since faculty development is a term that many practitioners in higher education are using, this training could be utilized as another way to assist faculty in improving their instruction techniques. In addition, it would assist the faculty member and students in the class to get to know each other which could have a significant impact on retention.

Besides offering the course during the fall term, consideration should be given to utilize it during other terms (or semesters in 1983). Students that arrive during the winter or spring term probably feel alienated because they do not feel like they belong to the Campus. Friendships and cliques have already developed and these students might find it difficult to make the adjustment to college. The orientation course, if offered, might alleviate this problem by enabling students in the same situation to interact and work out their problems. Also, the course could be offered during the summer for students who are planning on starting in the fall. This would give these students the opportunity to become oriented to the campus before the majority of the students arrive in the fall.

Finally, for a course of this nature to be successful it is imperative that it has the support of campus administration. The University 101 program director at the University of South Carolina reports directly to the Provost's Office. At the Beaver Campus, we have had the constant support of the Director and Dean of Students which has assisted tremendously in pursuit of the further development of this program. This fall the Dean

of Students, Assistant Dean of Students and the Assistant to the Dean will be team teaching this course to approximately 100 students. Hopefully, with hard work, this orientation course offered this fall will begin a new tradition at the Beaver Campus.

TABLE I
S S A PROGRAM
GRADE INFORMATION

Credits	Grade Points	GEO SC	ENG 010	MGMENT 100	HUM 01	LA	SOC 1	BI SC	CUM
8.0	30.0		A		A	B			3.75
8.0	22.0		B			C	B		2.75
8.0	13.0		C			C	D		1.63
8.0	28.0					C	A	A	3.5
8.0	13.0		D			B	C		1.63
8.0	16.0		C			C	C		2.0
8.0	26.0	B				A	B		3.25
8.0	27.0					C	B		2.75
8.0	22.0			B		C	B		2.75
8.0	6.0	C	F			F			0.75
8.0	27.0		B			B	A		3.38
8.0	21.0					B	B	C	2.63
8.0	18.0		C			B	C		2.25
8.0	21.0		C			B		B	2.63
8.0	21.0		C			B		B	2.63
8.0	24.0					B			3.0
8.0	22.0		C			C		A	2.75
8.0	25.0	A				C	B		3.13
8.0	16.0					C	E	B	2.0
8.0	16.0					C	C	C	2.0
9.0	30.0		B		B	A			3.3
8.0	19.0					C	B	C	2.38
8.0	19.0					C	C	B	2.38
8.0	24.0					B	B	B	3.0
8.0	27.0					B	B	A	3.38

S S A PROGRAM (cont.)

Credits	Grade Points	GEO SC	ENG 010	MGMMENT 100	HUM 01	LA	SOC 1	BI SC	CUM
8.0	16.0					C	C	C	2.0
8.0	26.0		B		B	A			3.25
8.0	16.0					C	C	C	2.0
9.0	35.0				A	A	A		3.89
8.0	25.0	B	A			C			3.13
9.0	27.0		C			A	B		3.0
8.0	14.0		C			D	C		1.75
8.0	18.0		C			B		C	2.25
8.0	27.0					B			3.38
8.0	18.0					B	C	C	2.25
8.0	14.0		C			D		C	1.75
8.0	25.0		A			C		B	3.13
8.0	18.0					B	C	C	2.25
9.0	19.0		C			C	C		2.11
11.0	22.0		C		C	C	C		2.0
9.0	16.0		D			C	C		1.78
8.0	10.0		F			C	C		1.25
8.0	18.0		C			B	C		2.25
8.0	22.0		C			C	A		2.75
8.0	11.0			C		D	D		1.38
8.0	19.0		B			C		C	2.38
9.0	21.0		C			B	C		2.33
8.0	18.0					B	C	C	2.25

2.46 Overall Cum.
Cumulative Grade Distribution

0.0-0.99	/	1	0.75
1.0-1.99	//// //	7	
2.0-2.99	//// //// //// //// ////	24	↑
3.0-3.99	//// //// //// /	16	3.89

APPENDIXES

Table I	Grades
Appendix I.	Mid-term
Appendix II	Final
Appendix III	Evaluation
Appendix IV	Syllabus

Special thanks to Mr. Rocco DeMaiolo (advisor/consultant for the Division of Undergraduate Studies), for compiling the Student Demographics Information.

9. The Career Development and Placement Counselor on Campus is:
- a) Mr. Otto
 - b) Dr. DiRuzza
 - c) Mrs. Luce
 - d) Mrs. Veitch
 - e) none of the above
10. Efficient and effective learning is based on efficient and effective textbook reading which consists of three parts. Which part listed below is not for effective textbook reading?
- a) retention of information
 - b) retrenchment of information
 - c) recall of information
 - b) reception of information
11. The element in the classroom which the student has the most control over is:
- a) instruction
 - b) subject matter
 - c) himself/herself
 - d) both b & c
 - e) all of the above
12. Which of the items listed below is not a guideline for taking objective exams?
- a) analyze the question before answering it
 - b) answer with your first impression then pause to study your answer more fully
 - c) assume the questions are straightforward
 - d) watch for modifiers that affect the meaning of the question
 - e) none of the above
13. In order to influence your instructors you should do which of the following:
- a) tell emotional and personal stories
 - b) have angry arguments with your instructor
 - c) provide your instructor with feedback
 - d) treat classes as social hours
14. The textbook, in Chapter 12, describes _____ hierarchy of needs.
- a) B. F. Skinner
 - b) John W. Oswald
 - c) Albert Ellis
 - d) Abraham Maslow
 - e) Raymond O. Murphy
 - f) Donald H. Hicks

III. COMPLETION

15. Please list the SQ4R method as described in your textbook.

_____	_____
_____	_____
_____	_____

16. List the three areas of concern that instructors have to deal with.

17. List five guidelines that were covered in the handout that will assist you in budgeting your time.

18. List three proper study habits we talked about in class.

19. List five areas that should be covered when you pre-read.

20. List the names of five administrators on Campus with their main area of responsibility and their office location.

<u>Name</u>	<u>Responsibility</u>	<u>Office</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

IV. ESSAY

1. Compare and contract Maslow's hierarchy of needs with the student development model presented in class. Define each category and discuss implications of each.

2. List and briefly describe the types of examinations that we talked about in class.

3. Compare and contract the essay and objective exams.

4. List the four basic forms of notetaking and briefly describe each one.

BONUS QUESTION

6. Reproduce the organization chart of the Beaver Campus that was presented in class and discuss each area and its specific responsibility.

5. Compare and contrast your experience in high school and college utilizing the material that has been discussed during class, in handouts, and the textbook.

APPENDIX II

Essay Questions

Final Exam

LA 297B

1. Describe the four stations that were mentioned in the slide show on Career Planning. Explain each station in detail and list what resources are located in each area.
2. Describe the four attributes that were mentioned in determining an individual career choice. Explain and list examples of each and how they personally affected your career choice.
3. Discuss the various contraception methods that were discussed in class. Include effectiveness and the pros and cons of each.
4. Compare and contrast your experience in high school and college, utilizing the material that has been discussed during class, in handouts and the textbook.

LA 297 B

STUDENT EVALUATION

1. Please indicate if the topics listed below were helpful in assisting you in making the transition from high school to college.

1 Very helpful 2 Helpful 3 Somewhat helpful 4 Not helpful at all

Time Management	<u>2.44</u>	Alcohol Awareness	<u>2.94</u>
University Orientation	<u>1.9</u>	Decision-making/Goal-setting	<u>2.63</u>
Listening Skills	<u>2.48</u>	Student Organizations	<u>2.5</u>
Notetaking	<u>2.38</u>	Career Planning	<u>2.44</u>
Preparing for Exams	<u>2.06</u>	Human Sexuality	<u>2.7</u>
Library Orientation	<u>2.43</u>	Financial Aid/Registration	<u>1.8</u>

2. Please rank the assignments that you were asked to complete as to which were the most beneficial in meeting the goals of the course.

Autobiography	<u>3.85</u>	Term Project	<u>2.66</u>
Career Report	<u>2.07</u>	Final	<u>4.12</u>
Mid Term	<u>3.55</u>	Group Project	<u>2.78</u>

3. The three things I liked most about the course were:

1. THE INFORMAL ATMOSPHERE OF THE CLASSROOM (12)
2. STUDENT GROUP FACILITATORS (11)
3. GROUP PROJECT (9)
(see additional comments attached)

4. The three things I disliked most about the course were:

1. 8:00 a.m. CLASS (11)
2. TEXTBOOK (some commented that it was too easy and repetitious (6)
3. HAVING TO TYPE REPORTS (6)
(see additional comments attached)

5. Was the instructor sensitive to your problems, needs, concerns and goals?

YES - 37

NO - 1

6. Was your facilitator sensitive to your problems, needs and goals?

	<u>yes</u>	<u>Facilitator's name</u>	<u>yes</u>	<u>no</u>
DAN	6	1	JANET	5
BOB	6	-	JOYCE	8
LYNNE	3	-	SANDY	8

7. What have you learned about yourself that is directly related to the LA 297 B Course?

(13) (some commented that they planned to
LEARNED HOW I COULD IMPROVE MY STUDY SKILLS continue working on this)
(7) (some commented that they planned to
LEARNED HOW I COULD IMPROVE MY TIME MANAGEMENT continue working on this)
(4) (enjoyed doing my own
LEARNED MORE ABOUT MY CHOSEN FIELD AND OTHER FROM CAREER REPORTS and listening to others
(see additional comments attached)

8. Please indicate how helpful these areas were in assisting you in the transition from high school to college.

1 Very helpful 2 Helpful 3 Somewhat helpful 4 Not helpful at all

Textbook	<u>2.63</u>	Guest Speakers	<u>1.67</u>	Exercises	<u>2.48</u>
Lectures	<u>1.81</u>	Assignments	<u>2.52</u>	Handouts	<u>2.2</u>

9. What specific changes do you feel are necessary to strengthen the course?

DROP OR CHANGE THE TEXTBOOK (5)

DID NOT LIKE THE EARLY CLASSES (4)

MORE ENCOURAGEMENT AND ENTHUSIASM FROM FACILITATORS (7)
(see additional comments attached)

10. When I started Penn State in March, I was planning to attend Penn State (21 students)
in the fall. college/university

11. At this time, I am planning to attend Penn State (24 students) in the fall.
college/university

ADDITIONAL COMMENTS:

LIKED THE CLASS AND FOUND IT VERY HELPFUL (7)

OFFER CLASS TO ALL FRESHMEN (3)

Enabled me to talk freely in class and to other students (1)

Made new friends (2)

My favorite class (2)

Now I have some idea what college is like (1)

Idea of class is good but not getting point across (1)

Lynne was good (1)

Janet was more of a waste than Dan (1)

Facilitators broke the ice and made me more comfortable (1)

Too much work for only two credits (1)

Sandy didn't correct papers fairly (2)

The course was very helpful and a good idea (1)

Sometimes I believe that personal likes & dislikes interfere with instruction & activities

Joyce was very helpful and understanding (5)

Sandy was helpful and efficient (4)

Bob was helpful (3)

Dan was too busy with other things (2)

STUDENT EVALUATION
ADDITIONAL COMMENTS

LA 297B

Question 3 - THINGS MOST LIKED

Groups	(6)
Guest speakers	(5)
Art Show	(4)
How to budget time	(4)
Lectures	(4)
Meeting new people	(3)
Learning about college	(3)
Difficulty level	(2)
Course	(2)
How to be a better student	(2)
Better study habits	(2)
Teacher	(2)
Discussions	(2)
University orientation	(2)
Preparing for exams	(2)
Transition to college	(2)
Easy	(2)
Alcohol Awareness	(2)
Financial Aid/Registration	(2)
Variety of talks	(1)
Freedom	(1)
Making decisions	(1)
Not many tests	(1)
Human sexuality	(1)
Good opportunity to ask questions	(1)
Chatting with DiRuzza	(1)
Book	(1)
Term project	(1)
Explaining college life	(1)
Listening to career reports	(1)

Question 4 - THINGS MOST DISLIKED

Library talk	(5)	"How to 'play-up' to teachers	(1)
Alcohol Awareness	(4)	Hard grading	(1)
Lectures	(3)	Irrelevant assignments	(1)
Group project	(3)	Apathetic students	(1)
Speaking in front of class	(3)	Repetitious	(1)
Midterm	(3)	6th Period	(1)
Boring	(4)		
Papers	(2)		
We were talked down to	(2)		
Pop quizzes	(2)		
Autobiography	(3)		
Human sexuality	(3)		
Sandy's grading	(2)		
Term project	(1)		
Short term notice in assignments	(1)		
No memory techniques	(1)		
Some info was petty	(1)		
Notetaking	(1)		
work & input from facilitators	(1)		
Career Planning	(1)		

STUDENT EVALUATION
ADDITIONAL COMMENTS

LA 297 B

Question 7 - THINGS I HAVE LEARNED ABOUT MYSELF

Not much	(2)
That I like college	(2)
My attitude & goals need improvement	(1)
Financial Aid	(1)
Sexual awareness	(1)
Proofreading	(1)
My future depends on me	(1)
Through autobiography I realized a struggle within myself and have come to a satisfactory conclusion	(1)
Vocation in history is a lost cause	(1)
I can go further in my career choices	(1)
Many students have the same concerns	(1)
How to take better notes	(1)
I am not an 8:00 a.m. student	(2)

Question 9 - CHANGES THAT MIGHT STRENGTHEN COURSE

Less repetition	(3)	Talk more about alcohol & drugs	(1)
Term paper on Student Affairs	(1)	Spend more time on study habits & time management	(1)
Too many papers to write	(1)	More campus orientation	(1)
Less guest speakers	(1)	Get some people who really want to be facilitators	(1)
Relating assignments to work	(1)	Class was helpful but too many papers to write	(1)
Lecture more on book	(1)		
More topics which concern students	(1)		
Talk more about problems relating to college	(1)		
Longer course	(1)		
More activities i.e. Art Show	(1)		
Meet upperclassmen	(1)		
Eliminate name game	(1)		
Work with facilitators	(1)		
Explanation of what was expected on papers	(1)		
More detailed lecture on administrative process	(1)		
Work more with groups	(1)		
More student participation	(2)		
Less busy work	(1)		

SYLLABUSI. PURPOSE

This course will afford the student opportunities to make a successful transition to the University environment. Three components to effect this adaptation are: 1) an attitudinal shift from passivity or aggressiveness to assertiveness with regard to the educational system; 2) acquisition of information about the resources of the institution and the possibilities in the post-college world; and 3) the competence in the technical skills necessary for success in academic courses.

II. CONTENT AND PROCEDURES

Parallel to personal development, students will be given an opportunity to become involved in the element of learning and decision-making not covered in the traditional curricular structure that are essential to the students' educational process. Specifically, course content will include orientation to the University, decision-making, value clarification, notetaking, textbook reading, examination, interpersonal communication, alcohol awareness, career exploration, changes in financial aid, library orientation, human sexuality and time management. The application of these "survival skills" may be attained through practical experience, lectures, classroom discussion and reading assignments.

III. TEXTBOOK

Student Success: How to do better in college and still have time for your friends, Tim Walter and Al Siebert, Second Edition. Holt, Rinehart & Winston, 1981.

IV. SYLLABUS

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT</u>
Thurs., March 11	Introduction	
Tues., March 16	Time Management	Chapters 1 & 2
Thurs., March 18	Self-Assessment/University Orientation (AUTOBIOGRAPHY DUE)	Chapter 3, Appendix A
Tues., March 23	Listening Skills	Chapter 7
Thurs., March 25	Notetaking	Chapter 8
Tues., March 30	Textbook Reading	
Thurs., April 1	Preparing for Exams (TERM PROJECT PROSPECTUS DUE)	Chapter 4
Tues., April 6	Library Orientation (R. Sharma)	Chapter 5
Thurs., April 8	Alcohol Awareness (R. DiRuzza)	Chapter 9
Tues., April 13	Mid-term	
Thurs., April 15	Student Organizations (SGA, SUB, RHC, Art Show explanation)	Chapter 11
Tues., April 20	Decision-making/Goal-setting (C. Johnson/S. Wisniewski)	Chapter 6
Thurs., April 22	Career Planning (self-directed search) (Campus-C. Luce)	
Tues., April 27	(CAREER PLANNING REPORTS & PAPER DUE)	Chapter 10
Thurs., April 29	Human Sexuality (D. Knappek/E. Price)	

SYLLABUS
Page two

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT</u>
Tues., May 4	Financial Aid (D. Sheffield)	Chapter 12
Thurs., May 6	Registration for Fall (L. Gonzalez)	
Tues., May 11	(NO CLASS) (Art Show Committee)	
Thurs., May 13	Term Project Reports	TERM REPORTS DUE
Tues., May 18	Term Project Reports	
	Wrap-up Evaluation	

V. COURSE REQUIREMENTS

- 5% A. Autobiography (due March 18). Students are expected to write a brief (3-5 pages) autobiography about themselves answering the following questions:

Who am I?
Where am I going?
How am I going to get there?

(This paper must be typed and double-spaced)

- 15% B. Career Report (due April 27). After completing the self-directed search on April 22, each student will be required to research one of the occupations that he/she rated highest. The student can choose to use the library, the career center and/or actually talk with an individual presently in the field. Students should investigate what the job entails, the opportunities for advancement, education required, salary scales, job outlook, etc. The Dictionary of Occupational Titles and The Occupational Outlook Handbook (found in the Career Center) are excellent booklets to begin this project.

(This paper must be typed and double-spaced)

- 25% C. Term Project (due May 11, 1982). Each student will be required to take an indepth look at some aspect of Penn State University. Topics might include: Admissions, History of the Beaver Campus, Student Affairs, Career Planning, Financial Aid, Registration, Academic Affairs/Advising, DUS, Residence Life, Community vs. Residing on Campus, Student Organizations, Reaganomics, Student Apathy.

(This paper must be typed and double-spaced)

In addition, students will be requested to make an oral presentation to the class on their specific topic.

- 15% D. Mid-term (April 13, 1982)

- 15% E. Final (check finals schedule)

- 25% F. Class Participation/Orientation Group Meetings

Five upperclass students will be utilized as teaching assistants/group facilitators and will be enrolled in the course. These students will be assigned to meet collectively and individually throughout the term with a small group from the class. These meetings will allow students to talk about problems they are experiencing during their transition from high school and have questions answered. In addition, these groups will be responsible for planning some type of program during the term.